INDEX

Armour-Thomas, E. & Haynes, N. M., "Assessment of Metacognition in Problem Solving," Vol. 15, No. 3, pp. 87-93.

Bauch, J. P., "Demonstration School, Child Care Center or Both? 100 Years of Experience at Peabody College," Vol. 15, No. 4, pp. 138-141.

Bookman, J. R. & Peach, W. J., "A Comparison of the Standard Scores Obtained by Special Education Students on the Diagnostic Achievement Battery, Kaufman Test of Educational Achievement, and the Peabody Individual Achievement Test," Vol. 15, No. 1, pp. 37-39.

Brubaker, D. & Austin, G., "The Educational Leader as Referee," Vol. 15, No. 3, pp. 113-117.

Campbell, K. C. & Maertens, N., "Informal Teaching of Beginning Arithmetic Concepts to Nursery and Kindergarten Children," Vol. 15, No. 1, pp. 17-24.

Cantor, J. A., "Research and Development Into A Comprehensive Media Selection Model," Vol. 15, No. 3, pp. 118-131.

Cassel, R. N., "Defensive Living as the Basis for Fitness," Vol. 15, No. 2, pp. 51-56.

Costello, B. R., "Assessing Progress of Two Therapy Sessions Using Budzynski Relaxation," Vol. 15, No. 2, pp. 47-50.

Doan, M. F. & Doan, R. L., "An Investigation of Principals' and Teachers' Perceptions of Staff Development Needs in the Elementary School Reading Program," Vol. 15, No. 2, pp. 57-64.

Head, L. Q., Lindsey, J. D., & Cheek, E. H. Jr., "Three Modes of Information Feedback and University Students' Delayed Retention," Vol. 15, No. 1, pp. 34-36.

Horm-Wingard, D. M. & Cohen, S., "Testing Within Campus-Based Child Care Facilities," Vol. 15, No. 4, pp. 149-155.

Iheanacho, S. O., "Minority Self-Concept: A Research Review," Vol. 15, No. 1, pp. 3-11.

Mann, M. B., "Campus Child Care: Developing Trust in Infants," Vol. 15, No. 4, pp. 171-175.

Pedrini, D. T. & Pedrini, B. C., "Studying for the GRE Subject Tests," Vol. 15, No. 1, pp. 40-42.

Plata, M., "School's and Teacher's Roles in Educating Bilingual Handicapped Students," Vol. 15, No. 2, pp. 65-71.

Reichel, A. & Neumann, Y., "Students' Attitudes Toward Business Ethics: Differences Between Liberal Arts and Management," Vol. 15, No. 1, pp. 25-33.

Reilly, D. H., "Reform of Teacher Education: Profit or Loss?" Vol. 15, No. 3, pp. 94-99.

Rodriguez, R. B., Salas, C., & Tollefson, N., "Appropriateness of the Kindergarten Teacher Rating Scale for Early Diagnosis of Reading Learning Disabilities in Costa Rica," Vol. 15, No. 2, pp. 72-77.

Shirah, S., "Campus Child Care: Meeting Unique Needs" (Editorial Preface), Vol. 15, No. 4, pp. 135-137.

Smith, T. L., "Self concept and Teacher Expectation of Academic Achievement in Elementary School Children," Vol. 15, No. 2, pp. 78-83.

Squibb, B. & Winey, K., "Practicing Together: Faculty and Student Rela-

tionships in Campus-Based Early Education Facilities," Vol. 15, No. 4, pp. 161-169.

Strom, R., Daniels, S., & Leung, A., "Parental Expectations in Hong Kong," Vol. 15, No. 1, pp. 12-16.

Strom, R. & McCalla, K., "Parental Success in Raising Mentally Handicapped Children," Vol. 15, No. 3, pp. 100-112.

Swick, K. , "The Renewal of the Children's Center at the University of South Carolina," Vol. 15, No. 4, pp. 142-148.

Townley, K. F., and Routt, M. L., "The Need for Qualitative Research in Campus Child Development Laboratories," Vol. 15, No. 4, pp. 156-160.

BOOK REVIEWS

"Preventing Classroom Discipline Problems," Vol. 15, No. 2, p. 64.

"The Psychology of Conflict and Combat," Vol. 15, No. 2, p. 71.